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(Rs. 31 lakhs), most of which represent Book Adjustments in respect of Suspense transactions, the demand having to be presented for the debits only ignoring the credits, under the existing system of gross budgeting. Apart from these items, token demands are asked for in respect of new service schemes under Irrigation, Public Health, Civil Works and Electricity, particulars for which are given in the detailed estimates. The Demand under Road Transport includes the cost of the purchase of additional buses also. The other noteworthy demands are :—

Rs. 42 lakhs for Schemes of State Trading (Grant XLIV), which is mainly on account of the payment in the current year of the cost of chemical fertilizers supplied by the Government of India in previous years, and Rs. 17 lakhs for Loans and Advances by the State Government (Grant XLV), to meet the anticipated disbursements of loans to municipalities in respect of water-supply and drainage schemes and for other Public Health purposes.

6. Full particulars of all demands will be found in the Detailed Supplementary Estimate. This additional expenditure has already been anticipated generally in the Revised Estimate for 1956-57, presented to the Legislature on the 17th instant.

7. With these words, I commend the Supplementary Estimates for the acceptance of the House.

(2) GENERAL DISCUSSION ON THE BUDGET FOR THE YEAR
1957-58—*cont.*

3-20 p.m. MR. CHAIRMAN : We will now continue the general discussion on the Budget. The hon. Member Sri Mohamed Raza Khan will now speak.

* SRI MOHAMED RAZA KHAN : Mr. Chairman, Sir, the very fact that the speech of the Hon. the Finance Minister hardly runs to four pages is proof of the fact that there is not much to be said from this side of the House. The whole Budget that was presented to us is a 'Vote on Account' for four months. The Government have done well in having convened the Budget session for this 'Vote on Account' in this part of the year rather than doing it in the month of February or March because there would not be any reality then in our discussion as was the case in connexion with a similar Budget before the last General Elections. It is an undoubted fact that the Hon. the Minister for Finance in the four and a half years of his stewardship of the finances of this State has done his best to see that whatever amount accrues to the Government is spent on nation-building activities. Not only that. As I have said on previous occasions and I still maintain, if we take an overall picture of the financial position of the various States and the taxation structure in the various States and if we also see how many taxes this State has had to impose, I think the Hon. the Minister for Finance will get the first prize throughout the Indian Union because Madras will hold the record in regard to the number of taxation measures, many of them very, very rigorous and falling on the

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people. Of course, it could be said that all he did and all this Government did was to get as much as possible and to see that it was spent usefully. As there has been a persistent demand from various sides of this House that there should be a thorough enquiry into the taxation structure and the financial structure of the State, I hope the coming Government at least will do something and give relief in certain ways wherever the measures are too rigorous. I know that no steps could be taken at this stage for this purpose. It is for the coming Government to take steps in that direction. However, the Hon. the Minister for Finance deserves congratulations on the stand he has taken in the recent discussions at the Centre that the time has come for the Central Government to ask the State Government to give up sales tax on four important commodities like tobacco and cloth and substitute it by excise duty. Really that is a great benefit and I congratulate the Hon. the Minister for Finance on the bold step he has taken and on his having convinced the powers that be that it is a step in the right direction. I think the Hon. Minister is aware that the people of no other State are paying so much of tax as the people of our State. Apart from all the taxes imposed by the State and the Centre, the people of the Madras State are called upon to pay sales tax at various stages to the tune of one anna and three pies. I think that the Government and the Hon. the Minister for Revenue know that we cannot expect all the merchants to be honest. At least a good number of them have tried to divert their business and also carry on business without giving receipts for goods sold, with the result that the Madras State has lost considerably in the matter of business in cloth. Naturally, business in cloth has shifted to the neighbouring States. People have evaded payment of tax and the sales tax which ought to have reached the Government has been lost. Therefore, if the Hon. Minister were to see that this new decision is enforced from the 1st April 1957, he would be doing a very great service. We are quite aware that we have reached the limit in tapping our financial resources. Therefore, when the Hon. the Minister for Finance says that the Madras State is likely to get something more than what it is getting by way of sales tax, it should surely be welcomed and I am sure that this House will give its support to him.

With regard to the administrative activities of the various departments, I do not propose to deal with them at length. But I can say that it is an undeniable fact that there is an all-round improvement in the various fields of governmental activity. It may be that a particular department may not have done all that it should have done. But knowing as we do the limited financial resources of this State and also the heavy expenditure that the various proposals involve, we cannot expect anything better than what is being done or what is attempted to be done. However, as the Second Five-Year Plan is implemented, the real effect of it will be felt by the public and there will be an all-round improvement. It will also go to increase the purchasing power of the people and that will be a great thing for us.

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The second question which I like to refer to was referred to by the hon. Member Sri T. Purushotham and that is that the strength of the Legislative Council should be raised from 50 to 64. The hon. Member Sri T. Purushotham might have used all his power of eloquence to convince the Government but I am repeating it because our Ministers take some time to come to a decision and repeating the same thing also helps sometimes. (Interruption.) The Hon. the Minister for Finance says that sometimes their decisions are expressed. It all depends on mood. If the Ministers are in a happy mood, they come out with decisions also. However, there is a good case for increasing the strength of the Legislative Council from the present number of 50 to 64. I need hardly dilate on how it should be done because this question has been repeatedly discussed on previous occasions. When the opportunity comes—and there is bound to be an opportunity—I am sure the Madras Government will take up the matter with the Central Government.

Then, there was a proposal to shift our Legislative Assembly to its former hall, namely, the present Council Hall. If the Government take a decision, nobody could stand in the way. But there was the problem where the Council should be shifted if that proposal was to be implemented. This is a big hall and the other one, the old hall, is too small for us. There is always this problem. The old Council Hall is not a worthy place for the Legislative Council. The old Council might have carried on with that hall but I am sure the Hon. the Minister for Finance will not grudge spending some money on constructing an additional hall to provide accommodation for the Legislative Council of Madras. What little money is spent on it is worth it.

I would like to refer to another thing about which I have spoken several times. I refer to it not out of any personal feelings. The question is what the position of Members of the Legislature is when they are invited to Government (official) parties. I am not saying this out of any personal feeling because whenever I attend a function, I always stand in a corner so that I may go on smoking. The other day I was present at the ceremony that was held in Rajaji Hall. I really felt sorry that Members of the Legislature, important people, having been invited, were not even provided with seats. They were merely given 'B' class or 'C' class pass. I really felt sorry that many of them, having come, had to stand in some corner. As representatives of the people, they thought that they had to attend the function. But nobody, no official in charge of the function, took notice of them. I think the Councillors of the Madras Corporation are being treated thousand times better than the Members of the Legislature. Nothing would have happened if some seats had been allotted to the Members of the Legislative Council and the Legislative Assembly and they could have occupied those seats by virtue of their right and they could have been introduced to the Governor of Madras. Most probably, I do not know who was responsible, it was thought that only the Ministers and the Chairman—I do not say that we should be introduced—and some

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high officials alone deserved introduction. One thing I would like to say to the Hon. the Leader of the House. If the Hon. Sri M. Blaktavatsalam happens to be the Leader of the House and a Minister, it is by virtue of the fact that he happens to be first a Member of the Legislative Council. I am, therefore, sorry that our own Ministers do not care for all these things and allow the whole thing to be handled by some departmental Secretary. We have a duty to attend such functions because some people may ask us why we did not attend a certain function. It is against the dignity of a person to attend such functions and be treated in the way in which we are treated. I may bring to your notice that after all, the Members of the Legislature attending such functions will number hardly 20 or 25. When the Legislature is not in session, most of the Members are not in the City and, therefore, they will not attend such functions. Only a few members who happen to be in the City attend such functions. Am I to understand that there is not proper accommodation for even 20 people? Is this the way in which the representatives of the people should be treated? This question was raised on the floor of the House last year and in the previous Assembly times without number. But I am sorry to say that proper steps have not been taken in this matter. If the Government have got their own difficulties, let them not invite us. Let them invite only some important people. I am not saying this out of personal feelings. After all, I am a small man. I do not mind where I stand, whether in the front or in a corner. It is a temporary phase. One does not become big by merely sitting in the front and one does not similarly become small by sitting in a corner. That is not the point. I want that representatives of the people should be given some respect. I cannot understand the logic of the whole thing. All the arrangements are being left in the hands of some departmental officials or Secretaries. I may like to pursue the point further and say that when great personalities like the President of the Indian Union or our Prime Minister, Pandit Jawaharlal Nehru, visit any mufassal centre, I am sure all the local Members of the Legislative Assembly and the Legislative Council will be invited to the functions arranged in their honour. If, however, they are not invited, I know they will create a big row. But, what is the fate of the Members in the City? Because of the fact that there are too many eminent personalities in the City like Ministers and others, we, Members, are 'nobodies' here. I am not saying this out of personal motives against anybody. But, I feel that it is my duty to point out the mistake to the Government whenever it is committed. In that spirit only I am pointing out these mistakes to the Government so that they may rectify them.

3-30
p.m.

There is another matter on which I would like to say a few words. It is about the administration of the Police Department. From the Administration Reports and other documents, we are really happy to know that law and order in our State is being maintained at a perfect level. We are proud of that. In fact, Madras has always given the lead to other States. The other day,

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I read a report of a speech delivered on the occasion of some function stating that comparatively, the number of crimes committed in the State had considerably reduced. The number is very much less than what it was in previous years. That is what I have read. I have also read that, even in the matter of detection, there has been a high percentage of detection as compared with the previous years. As a friend of the Government and with no motive against anybody, I would like to tell the Government that, while the Government and the department are trying to put down one evil, more evils are sought to be perpetrated. In their attempt to root out evil in the City and elsewhere and in trying to root out betting on New York Cotton prices and Horse Racing, illicit distillation and things like them, the officers, especially at the lower level commit atrocities. It is true that the people, every honest citizen, should co-operate with the Government in putting an end to such evils. But, the Government should not allow these constables and others to harass innocent people in the name of putting down these evils. I do not propose to lay any charge against anybody. The Government can themselves find out whether what I say is correct or not. Let the Government conduct an inquiry into the matter. If they come to the conclusion that what I say is not true, let them drop the matter. If, however, it is found to be true, let the Government take immediate action to put an end to such atrocities.

I do not propose to speak more on this occasion. I hope there will be another opportunity in June or so for us to meet and discuss. I reserve my other remarks for that occasion. With these few words, I conclude my speech.

SRI V. CHAKKARAI CHETTY : Mr. Chairman, I must first congratulate the Hon. the Minister for Education on the excellent Budget that he has presented. He has provided for the necessary items of expenditure. He has so cleverly managed the finances of the State for the benefit of the people. At the same time, we are not called upon to bear additional burden by way of paying more taxes. That is indeed a blessing. I should congratulate the Hon. the Finance Minister who has been able to pilot the financial statements of this State successfully all these years. This Budget is an indication of the triumphant position that he occupies. I do not want to say much on this occasion. Of course, I wanted to say a few words on my favourite subject, but I do not want to go on beating my hobby horse. I refer to the fact that no provision has been made in the Budget for giving additional emoluments to the hard-working and low-paid staff, both manual and mental—employed in the various departments of the Government. I have often heard complaints from various men and in spite of the mounting cost of living, their remuneration still remains inadequate to meet their requirements. I hope the Government will pay some attention to this matter of making these people happy by granting them some additional allowance so that they may be in a position to meet their requirements. With these words, I congratulate the Hon. the Minister for Finance and the Government as a whole and resume my seat.

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* SRI T. P. SRINIVASAVARADAN : Mr. Chairman, I should thank, at the outset, the Government and especially the Hon. the Minister for Education for the benefits that they have conferred upon the teachers. No doubt, those benefits do not redress all our grievances. In this world, everybody entertains some grievance or other and it is absolutely impossible to satisfy all. To a certain extent, this Government have done for the elementary school teachers certain good things. One of these is that the children of these teachers can study up to the end of Sixth Form without payment of school fees. Moreover, pension has been granted to teachers for the first time in the whole of India. This has been granted to elementary school and middle school teachers. The Hon. the Minister for Education has on more than one occasion stated that he would extend the benefit of pension to the other categories of teachers who are now excluded from this scheme. The teachers who are now omitted from this pension scheme are trained graduates, physical directors and first-grade pandits. The South India Teachers' Union has made representations to the Hon. the Minister for Education that if this pension scheme is extended to all these categories of teachers, it will not cost the Government more than a lakh of rupees per annum. The Hon. the Minister for Education has stated that he would consider this question. As a logical consequence of the grant of pension to some categories of teachers in the secondary schools, I am quite sure that the Government will come forward to grant this benefit to the other categories of teachers as well. I should congratulate this Government, because, by the introduction of this system, they have set a good example for other States to follow. Though the amount may be small, I am sure it will raise the status of teachers in elementary and secondary schools.

In this connexion, I should also like to point out that one great thing has been done very recently. By saying this, I do not mean that teachers are satisfied with their present pay scales. Secondary grade teachers in higher elementary schools and elementary schools were given either the scale of Rs. 40—48 or Rs. 45—75. Now, the Government have made this scale uniform which is Rs. 45—2—85. We have been agitating that the secondary grade teacher, whether he is in a higher elementary school or in an elementary school or in a middle school should get a uniform pay. There is going to be one distinct advantage in this. Hereafter, the secondary grade to be one distinct advantage in this. Hereafter, the secondary grade teachers working in rural parts will remain in the villages themselves. The elementary schools in villages will improve in quality by these teachers remaining there. It is in that way I feel that it is a good thing, and I do not mean to say that the scale of pay is quite satisfactory. In this connexion, I plead that uniform scales for other categories of teachers also should be prescribed.

The Hon. the Minister for Education has been kind enough to attend our Education Conferences whenever we have invited him. That has given him an opportunity to understand some of our

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grievances and try to do as much as possible for helping the teachers. The views that we have expressed at these Conferences have given him an opportunity to know our case. The Report of the Secondary Education Commission has been before the public for more than three years. There has been a controversy, and sometimes bitter too, over some of its recommendations. There has been a controversy as to whether the duration of education should be 8 *plus* 4 years or 8 *plus* 3 years. We have stated in one of our conferences which the Hon. the Minister for Education attended that it should be 8 *plus* 4 years. Whatever it is, we have before us the Report of the Legislature Committee on the White Paper on Education. We find that its recommendations are unanimous. There is no dissenting minute. That is a great thing. One of the terms of reference to that Committee was "to assist the Minister for Education in finalizing the Education Scheme for the State of Madras". I hope and trust that the future Legislature and the Government will not say that the whole thing should be gone into *de novo*. It is for the Government either to accept or reject the recommendations of the Committee. I think that is the position, and the Committee's Report will not go again before another Committee, as it is clearly stated that the present Committee was 'to assist the Minister for Education in finalizing the Education Scheme for the State of Madras'. I hope the Government will try to implement the recommendations of the Committee presided over by the Hon. the Minister for Education himself. Sir, the total duration is taken to be eleven years and this has been phased into seven and four. It is a good thing that it is so. While I was a student in the primary school, I was having only four years of elementary education and later on six years of secondary education. Of course, primary education then was only for four years. It was raised to five years later on. Now, this eleven years is a sort of compromise which has been accepted by all. Now we are going to have four years of secondary education. That is a very important step in upgrading secondary education.

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p.m.

In the Legislature Committee's Report, it is stated that three languages should be studied—(1) regional language, (2) Hindi or any other Indian language not included in Part I and (3) English or any other non-Indian language. Till now, we were having "Hindi or any other Indian language or any classical language". The omission of "classical language" under item (2) makes one think that Sanskrit is not to be included in the list of Indian languages. My impression is that it is included in the list of Indian languages because it cannot be ignored. Thus provision is made for the study of Sanskrit. Yesterday, the hon. Member Mr. G. Krishnamoorthi spoke about the place of Sanskrit in schools and how the recent Government Order had affected its study in schools. My humble submission is that in view of the fact that we are going to have this reorganized scheme of education and also in view of the fact that more 'periods' may be allotted for the study of language subjects, the present Government Order may be withdrawn so that the *status*

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quo ante may be restored. If we provide more 'periods' for the study of Sanskrit, more students will come in and hence my suggestion to withdraw the Government Order for the time being. The views of the Union have already been communicated to the Government requesting them not to implement the Government Order which prescribes a minimum number of 45 students for the first three Forms and Forms IV to VI.

The Legislature Committee Report says that an experts' committee will be appointed for the drawing up of syllabus. I may tell the Hon. the Minister for Education one thing as a teacher of thirty years' experience. The Department of Education—to be precise, the office of the Director of Public Instruction—drafts one or two lecturers from the Teachers' College and a few others from some institutions and constitutes a committee of, say, five members to draw up the syllabus. I would earnestly plead with the Government, 'Do not confine yourself to a committee of five members; have a committee of ten or twelve members for each subject; have on the committee teachers who actually teach the subject and not Headmasters who do not teach and not lecturers from training colleges, who do not teach the subject but teach only the teaching methods.' In fact, one of the grievances of the teachers is that they are not at all selected as members of the Syllabus Committee. I would plead for their inclusion in the committee so that there may be a sense of reality, about all this.

Sir, a ten-year education programme has been drawn up by the Committee. It is a good thing that a plan has been drawn up. We cannot have changes overnight. We must have the necessary teaching personnel and the necessary equipment. The change should be gradual. If we introduce violent changes in the middle of the course, it will be a very difficult thing to implement the scheme. There will be no stability. On the whole, I am happy about the programme.

Sir, I come to Article 45 of the Constitution under Directive Principles of State Policy which says :

"The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

But why should this burden be thrown on the State Governments? Why should the Centre think that the State Governments should finance the whole thing? We are all citizens of India. All fruitful sources of revenue are taken away by the Government of India and very little resources are left to the State Governments. I submit that it is the duty of the Central Government to assist in implementing the State Governments' policy in this regard by meeting at least 75 per cent of the total expenditure. It is their first and foremost duty, besides, of course, giving liberal grants for secondary, university and technical education.

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Coming to the implementation of the programme as outlined in the Report, I would like to point out that we are lucky or fortunate in one respect. In the Madras State, ninety-five per cent of the teachers are trained teachers. If we take Bengal or the Uttar Pradesh, we will find that there are many untrained M.A.'s and B.A.'s as teachers there, but getting nearly the same scales of pay as the trained teachers here. Here we have got trained graduates and it is very easy to implement the scheme. Appeal to the teachers, appeal to the headmasters and appeal to private managements. They will certainly come forward willingly to see that the recommendations are implemented as early as possible and also as efficiently as possible. I would like to invite the attention of hon. Members to what the Report says about the role played by private agencies in this State. It says that secondary education has owed its spread to the public spirit of managements and the generosity of private individuals and institutions. There is an important difference between the elementary schools and the secondary schools. In the case of secondary schools, the Government give some aid. But in the case of elementary schools, a major portion of the expenditure is borne by the Government themselves. If secondary education in this State has spread so much, it is all due to the efforts of private managements. And what is the treatment given to these managements? It is understood that the Audit Department has begun to put all kinds of restrictions on private managements, some of them irksome and unreasonable. We find it absolutely impossible to take any initiative with such restrictions imposed on us. The Report says:

“ . . . private managements should not be hampered by restrictions which limit their power to take decisions for day-to-day management of school affairs . . . ”

We should be allowed maximum liberty, or shall I say limited liberty, to run the institutions efficiently. I do not mean to say that there should be no audit. It must be there; but it has its own limitations. Let us see what happens actually at present. A clerk is put down as auditor and we have now only clerk-auditors. The Deputy Inspector of Schools is put down as senior auditor. What happens? When he comes to the school, he imagines he is not only the senior auditor but also the District Educational Officer and demands the certificates of teachers for evaluation. It is absolutely not his business. It is the business of the District Educational Officer to ask for teachers' certificates for evaluation. Then he says that payment of gratuity to teachers is 'unnecessary and extravagant.' If this item is considered unnecessary and extravagant, then the pension for Government servants is equally unnecessary and extravagant. And you can withdraw the pension and reduce the taxes on the people to that extent. I am very strong on this point. When you are not in a position to give us anything, why do you object if something is paid by the private managements to the teachers? Then the dress allowance to peons is considered extraordinary and extravagant. After all, the poorly

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paid peon gets Rs. 12 per year by way of dress allowance. I feel strongly on this question. When my hon. Friend Mr. Ranganatha Mudaliar was acting as Director of Public Instruction, he told us specifically that the auditors would only help the managements to get more grant. That was the communication we received from the office of the Director of Public Instruction. The Report says that a Committee will be appointed to revise the Grant-in-aid Code. I hope it will be appointed soon and it will take care to see that these unnecessary and irksome restrictions are removed. If more restrictions are placed, there will be no efficiency. Efficiency will go down in most of the institutions.

It is rightly stated in the Report that the aim of the Committee is to improve the quality of education and the utility of education. It is easy to achieve these objects in our State. What we have got to do is to employ qualified teachers for the job. But, Sir, to-day we have got qualified teachers in the middle schools and high schools. We have higher grade trained teachers in elementary schools. Most of the higher grade trained teachers have got III Form qualification. You will be glad to hear, Sir, that in the Andhra State they have abolished the higher grade training institutions. We should also try to abolish them. But in the White Paper there is no such proposal at all to abolish the higher grade training institutions. It will be a good thing if it is done. We cannot improve the quality of education with teachers who possess III Form qualification. With the integrated elementary course contemplated in the White Paper, it is but essential that we should have only secondary grade trained teachers and not higher grade trained teachers. It is not upon the students alone that the quality of education depends. It depends upon the quality of the teacher also, upon the type of education he has received.

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I now come to "In-Service Training". I should like to appeal to the House that the age of retirement in the case of teachers should be raised to 60. I am not pleading for this because I am on the verge of retirement. When in other fields we say that the age of retirement could be 60, I ask why in the case of teachers it should be restricted to 55. There is, of course, this concession. If the aided managements think that a particular teacher can be retained up to the age of 60, they can do so. What actually happens is that in municipal and district board schools, as soon as the teacher reaches the age of 55, he is retired. It is better to retain the teachers in service if they are found physically and mentally fit. We should try to attract the best men possible. Under the present conditions, the teacher finds himself unable to get on, with the meagre pay he is getting. If the best teacher leaves one institution and joins another school, there is deterioration in the school he has left. Inefficiency then sets in. If we want to retain the best men and attract the best men, there must be revision of pay scales and fixation of uniform ones. There seems to be no way out. The Hon. the Finance Minister says that there is no money at all. No doubt, slowly he is doing something to better the lot

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of teachers. I am quite sure that if the Central Government come to the aid of the State Government, the latter will do something for the teachers.

It is stated in the Legislature Committee Report that there should be uniform scales of pay. In the case of teachers in Government schools, who are liable to go to far-off places, they will get higher pay. Now, there are many scales. There is the local-body scale. There is the aided-management scale. There is the Government scale. All these disparities should be removed. There should be one uniform scale. If we have uniform scales of pay, teachers will not try to go from one school to another.

Conditions of service of teachers in the case of aided-managements should improve. There are good as well as bad managements. I must admit that. So also there are good as well as bad teachers. If a good teacher were to be under a bad management, there is difficulty. If a good teacher is under a good management, there is no difficulty at all. Good teachers suffer under bad managements. I should like to say, in this connexion, that there are only a few and not many bad managements. The agreement that is entered into between the teacher and the management should be looked into and the Government should see to it that the teachers are given sufficient protection against bad managements. Representations have been made to Government that the agreement between the teacher and the management should be so modified as to give effective protection to the teachers. At times, teachers are harassed by the managements. Recently two headmasters were sent out by different managements. One headmaster appealed to the High Court and he won the case. But the other headmaster is still kept under suspension. We, poor teachers, are not in a position to go to a Court of Law to vindicate our cause. Going to court means expense. Therefore, I submit that the Government should take up the question of re-drafting the agreement between the teacher and the management so as to afford greater security of tenure to the teacher.

I now come to "old age provision". A scheme of Provident Fund-cum-Compulsory Life Insurance-cum-Pension is now contemplated. In the case of youngsters all this is possible. We may insist upon them to take life insurance policies. But, for those who are aged above 45, it is not possible. I should like to say, in this connection, that the pension scheme should be extended to all categories of teachers. So far as L.T.'s are concerned, there are the first grade and the ordinary grade of pay. The ordinary grade goes up to Rs. 175. The first grade is Rs. 175-245. This grade is denied to teachers in aided institutions. I would request the Government to give the first grade to teachers in aided institutions also. In Government schools, one-third of the number of L.T.'s are given the first grade pay, viz., Rs. 175-245. For Pandits also we have the first and the ordinary grades. The only category that

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is not having a first grade is the category of secondary grade teachers. I would earnestly request the Government to consider whether it is not advisable to create a higher grade of pay for the secondary grade teachers also. At present, they are paid in the scale of Rs. 45-3-60-2-90 or Rs. 45-2-85. If we have a first grade also for secondary grade teachers in the scale of Rs. 90-4-130, there will be incentive for them to work. A secondary grade teacher may join service at the age of 22 and reach the maximum of Rs. 90 after putting in 20 years of service, that is, at the age of 42. Then, till he retires, he will be marking time. He will continue to be on Rs. 90. There will then be no incentive for him to work. If he is to have the grade, viz., Rs. 90-130 he will have incentive to work. Therefore, it is better to create a higher grade of pay for the secondary grade teachers.

It is now stated that the recent enhancement of Rs. 5 in the dearness allowance is applicable to secondary grade teachers and that that Rs. 5 should be treated as special pay. In the case of other teachers, no mention has been made. I met the Education Minister and also the Education Secretary and both of them said that the recent enhancement in dearness allowance would be made applicable to all categories of teachers, because in 1948 when Sri Avinashilingam Chettiar was the Education Minister, he said that the dearness allowance that was applicable to Non-Gazetted officers would be made applicable to teachers also so long as dearness allowance continued. I urge that not only all teachers but all clerks and peons working in all schools should get the benefit of the recent enhancement in dearness allowance that has been announced.

With the cost of living going up and allowances chasing prices and the prices chasing allowances, any amount of dearness allowance will not meet the increased cost of living. Steps should be taken to stabilize the prices of commodities.

I am now coming to the grievances of the Non-Gazetted officers. Their grievances are legitimate ones. One major grievance of theirs is that whereas they get a low dearness allowance, their counterparts working under the Central Government get an enhanced dearness allowance, even though both of them do the same kind of work. In this morning's paper I have found the Finance Minister at the Centre describing the creation of a new class of Central employees by the Central Pay Commission as misconceived. He has said that he is considering the question of the glaring disparity that exists between the scales of pay of the State Government servants and those of the Central Government servants, even though both do the same kind of work. This disparity should go. So long as both the Central Government employees and the State Government employees do the same kind of work, they should get the same dearness allowance and the same scale of pay too. So long as this disparity is not removed, the Non-Gazetted officers will entertain a serious grievance against

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the State Government. I find from the speech of the Finance Minister of Madras, while presenting the interim Budget, that due to the recent enhancement in the dearness allowance of the Non-Gazetted officers, the State Government would have to incur an expenditure of Rs. 2 crores in 1957-58. Out of the deficit of Rs. 5 crores we have, deficit to the extent of Rs. 2 crores is due to the recent enhancement in the dearness allowance of the Non-Gazetted officers, school teachers and local board employees. The Finance Minister has, of course, admitted that the recent enhancement in the dearness allowance of the Non-Gazetted officers is not adequate. He has stated as follows in his speech :—

“ It may be true that this enhancement does not give adequate relief to the low-paid employees. However much we may sympathise with their plight, the House should appreciate that it is beyond the resources of the State Government to do anything more without a substantial measure of Central assistance. Representations have been made to the Government of India and the subject came up for discussion at the recent meeting of the National Development Council in Delhi. The Union Finance Minister is now considering the matter, let us hope, sympathetically.”

4 p.m. I am really glad that the State Government have taken up this matter with the Central Government. In view of this fact, I should like to make an appeal to the Non-Gazetted officers to give up the token strike which they have contemplated to stage on the 9th January 1957. I appeal to them because the State Government have made a move and I trust the Central Government are being apprised of the position here, and the Union Finance Minister has also admitted in a way that the disparity should go. I would request them not to take any hasty step to seek redressal of their grievances. No doubt, they have waited for long. But, I would tell them that the after-effect of any hasty action of theirs will be nothing but bitterness, unfriendliness, disappointment and greater frustration. Therefore, I would appeal to them to give one more chance to this State Government, inasmuch as the State Government and the Union Government are one on this matter, namely, that the disparity in scales of pay should go.

Now, in the Report of the Legislature Committee on the White Paper on Education, the Committee has stated that publication of text-books for elementary schools should be undertaken by the Government. I am totally against this proposal. If we give this right to the Government, then the Party in power for the time being will try to force its own doctrinaire ideas; one Ministry goes and another Ministry comes and with the coming in of new Ministries, ideas and books will have to change. If the Government want revenue, let them have recourse to other sources. This is not the way to do it. Text-books should not at all be published by the Government and if they do, it will not at all be good. If that is allowed, there will be nothing but regimentation of ideas

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and expressions too. Now, we have got a variety of text-books and there is abundant scope for individual initiative and imagination. I do not want that this work should be undertaken by the Government. The Andhra Government appointed a Committee and we gave evidence before it. Ultimately, I think, they gave up the idea of the Government themselves publishing text-books.

Then, I come to the shift system. Luckily, in the White Paper on Education, it has been given up. My hon. Friend Sri Krishna-moorthi suggested that the shift system should be adopted. The shift system is of two kinds. One is for want of accommodation. When we adopted the shift system, there was not enough accommodation. The first three Forms worked in the morning session and the other higher forms worked in the evening session. Then there were two different sets of teachers handling the classes. But in the contemplated shift system, the same set of teachers are to work both in the morning session and in the evening session. If they work for six hours a day and for six days in the week, they have to work for 36 hours a week. It is most cruel to ask a teacher to work for that length of time. Then, in regard to the system of Rajaji, a Committee was appointed and Shri Parulekar was the Chairman of that Committee. I was asked to give evidence before that Committee. I asked him, "Do you really believe that a teacher made to work for 36 hours a week can put in efficient work?" Immediately, he admitted that efficiency would go down. We can pay the teacher Rs. 10 or even Rs. 100 more, but still efficiency will go down. But the shift system could be adopted if there are different sets of teachers for the different sessions, and not the same set of teachers for different sets of boys. So, I would appeal to the Government, "Please do not adopt the shift system for Heaven's sake, for quality will deteriorate." Of course, where it is a question of want of accommodation, shift system could be adopted as we had done. It could be adopted for solving the problem of paucity of teaching aids, furniture, etc. In that way Government could save money. But, to use the same set of teachers for different sets of children, I am afraid, will result in deterioration of efficiency and quality.

Sir, I find a provision of Rs. 3,51,200 for extension of National Cadet Corps. It is a welcome feature. For, if there is National Cadet Corps in any school, there is much better discipline; more and more students want to join the Corps, but we are not able to provide them with the necessary things, mainly on account of lack of finance. I do hope that more and more schools would start this National Cadet Corps. In this connexion, I should like to point out that the officers are all teachers. No doubt, they are given some honorarium. But they are asked to work for the full quota of hours of teaching work. I would, therefore, appeal to the Department of Education that in the case of such teachers, the maximum period of work may be twelve hours instead of seventeen hours. Not only have they to attend to parades and other things but they

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have also to look to correspondence, and correspondence has been of late increasing heavily. Therefore, I would request the Department of Education to see that they are given some relief on the teaching side.

There is a provision made for the introduction of crafts in secondary schools. Very recently, there was a communication—we saw it in the Press—that the Government had accepted the recommendation of the Director of Public Instruction that in the higher Forms also crafts should be introduced. I have absolutely no objection to the introduction of crafts, provided they have realised the situation in the schools. Now, in a classroom normally about 40 boys can sit. But, if they have to do craft work, then only 20 boys can be accommodated in a classroom. Craft work requires more space. For instance, if there is a spinning wheel, it requires more space. And, when spinning was introduced some years ago, we could not get the necessary materials, namely, spinning wheels, taklies and cotton. If we want to introduce crafts in the higher Forms also, IV, V and VI Forms, then we have to think first about accommodation. Most schools have not enough accommodation. Secondly, there are about 800 schools and if crafts are introduced in the higher Forms simultaneously in all these schools, there will be great dearth of equipment. As to what kind of crafts they are going to introduce, we are kept in the dark. Anyhow, I would warn this Government not to be too hasty in doing good things. It is a good thing to introduce crafts in higher Forms, but it should be done slowly and gradually. If only this is borne in mind, any delay in starting will not be questioned.

Again, there is a provision for improvement of libraries in selected secondary schools. What happened last time? The Office of the Director of Public Instruction selected some schools, large amounts of money were placed at their disposal and they were asked to spend the money before the 31st March. They had barely two months. They could not get all the books they wanted in the open market. They approached the publishers, but they could not get the books. Therefore, what they did was this. They bought all sorts of books. (Laughter.) I am not joking. Similarly, in the matter of purchase of scientific apparatus, they bought things which were required for the Intermediate and the B.A. classes. This is not the way to spend the money; it is wasting well-earned money. How these schools were selected, God only knows. Some had no laboratory and had no store-rooms to store materials, and yet they were granted large sums of money. I hope that some looking into will be made by the authorities before these grants are made to the various schools.

A provision of Rs. 15,000 is made for the purchase of films and film strips for the Central Film Library of the Director of Public Instruction. I should like to point out that there is very little advantage in this. Schools are now obliged to get films and film strips only from the Central Library here in Madras. When I ask

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for four films, the reply I generally get is that they are not available. Now we have got about 800 schools. How can they supply the required films from the Central Film Library if a good number of schools ask for the same films? We suggested that Regional Libraries should be established and that these films should be distributed by them also. If we have one at Tiruchirappalli, it can serve two or three districts; there is Tirunelveli and a library there can also serve two or three districts; so also a library at Coimbatore can serve two or three districts. Thus, in all these centres, Regional Libraries may be started. Otherwise, the scheme will not work efficiently. We are not permitted to borrow films or hire films from other private companies.

Sir, I have got only two or three more topics to cover. One is with regard to conversion of elementary schools into basic schools. I am a teacher with some years of experience. It has been said that basic education is the pattern we have to follow. We all accept it. But, I should like to know what is entirely wrong with the present elementary schools. I am not able to understand that. It is said that teaching should be correlated. Well, we also correlate in the case of Mathematics or Geography. There is correlation in that respect. Once I asked Mr. Ariyanayakam, "Is it possible to teach all subjects, the languages also, through your crafts?" He said that what he wanted was production. Since then ideas have changed and the protagonists of basic education are changing their ideas. At one time it was said that students must produce and revenue should be derived from the sale of such products. But most boys produce only unsaleable articles and it is not possible to meet the expenses by selling the things produced by them. That idea is now given up and the present aim seems to be to meet the cost of the raw materials only. How can children of 7 years and 8 years produce finished products? We all agree that learning must be through activity. But that activity must be of different kinds. Therefore, I would submit to the Hon. the Minister for Education to consider whether it is necessary to make this provision of Rs. 8 lakhs for conversion of elementary schools into basic schools when we have to satisfy so many conditions. In some places, one fine morning, the name 'elementary school' was erased and the name 'basic school' was written. I hope such a thing will not be done here. There is nothing absolutely wrong with our existing elementary schools. We are all products of the old system of education and I do not think we have been very bad products of such a system. I would plead with the Hon. the Minister for Education that he should see that there are enough teachers properly trained in basic education. Where are the teachers available if all the elementary schools are to be converted into basic schools? Therefore, the pace of conversion must be slowed down. Money should not be wasted on hasty conversion of elementary schools into basic schools.

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The next point is about the employment of additional inspection staff in the Education Department. A sum of Rs. 3 lakhs has been provided in the Budget for this purpose. We have been saying for the last so many years that the present Inspectorate should be completely reorganized. Of late, the Government have recruited young men to the Inspectorate. These people have not got the capacity to give either academic or administrative direction. Their experience is limited. Therefore, they do not command any respect when they go to any school. I am speaking of the District Educational Officers and the Deputy Inspectors of Schools. Why do the Government want to have more of these Inspectors? Let them have one set of District Educational Officers to look into the administrative aspect and another set to look into the academic aspect. But these District Educational Officers, before they are entrusted with the duty of inspection, must have served as teachers in some school for at least ten years. It is only then that they will pick up the work. But what happens is that a Superintendent of the Office of the Director of Public Instruction is appointed as a Deputy Inspector and then made the District Educational Officer. The clerks have been made Deputy Inspectors. They do not know much about teaching. It is no wonder, therefore, that these people do not command so much respect as the District Educational Officers of former times did. The former District Educational Officers used to give us useful model lessons. But we have to give the present District Educational Officers model lessons. They should undergo refresher courses. The Secondary Education Commission has made a very valuable recommendation in this respect. So far as the academic side is concerned, it is suggested that we should have a panel of headmasters and senior teachers. For instance, take two or three districts in one year. Five experienced Science Masters can go round and inspect each school because they have been teaching for some years. This is what is known as the system of 'Subject Inspectors' and that system is followed in England. Certainly, that system is much better than the present system followed in our State. If the Government want to spend Rs. 3 lakhs on the employment of more District Educational Officers, it will be a sheer waste of money and it will not improve the quality of education. More and more importance is attached to administrative aspect than to academic aspect. The present District Educational Officers are all very fine, young and good men. I have nothing personal to say against them. But, being placed in such a position, they cannot be expected to discharge their duties efficiently. So, I earnestly request the Government to accept the recommendations made by the Secondary Education Commission regarding the recruitment of Inspectors.

Then, the Board of Secondary Education should be completely reconstituted. The Secondary Education Commission has made a proposal in regard to this matter. The present Board of Secondary Education was constituted some twenty years ago when we did not

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think of bifurcated courses such as pre-technological course, Secretarial course and Agricultural course. On the Board to be reconstituted we must have the Joint Director of Industries—because we have the pre-technological course—and the Director of Agriculture also because we have the Agricultural course. The present Board must go and it must be reconstituted as recommended by the Secondary Education Commission.

Regarding supply of midday meals to poor children, the hon. Member Sri G. Krishnamoorthi took exception to making provision for that from out of the funds allotted for Education. If that is not done, the money will be provided under some other head. To that extent, the allotment under Education will go down inasmuch as there is no statutory obligation to set apart a certain percentage for Education. It is essential that we should supply midday meals to a number of students. We have to find money for that. There is no escape from that in the present circumstances. Our country is not a rich one. Many poor people are not able to send their children to school because they want them to assist in their work or they cannot afford it. In my school, we have been supplying midday meals to 100 boys for the last 15 years. This work should not be entrusted to any contractor. If it is entrusted to a contractor, the boys will starve and they will be served with bad stuff. The contractor will try to exploit the situation. If it is entrusted to him, all the money spent will be a waste. Wherever possible, let the food be cooked. That is what we have been doing. If that is done, this sum would be usefully spent. The help of the local people may be sought.

Mr. Chairman, I thank you for permitting me to take so much time of the House.

Sri A. GAJAPATHY NAYAGAR : அவைத் தலைவர் அவர்களே, இவ்வாண்டு நவம்பர் மாதம் முதல் தேதியன்று நம் தமிழ் நாடு தனி நாடாக அமைந்திருக்கிறது. சில பாகங்கள் தமிழ் நாட்டை விட்டுப் பிரிந்தாலும், நம் மனதிற்கேற்ப கன்யாகுமரிப் பகுதி தமிழ் நாட்டோடு சேருவது மகிழ்ச்சியை அளிக்கிறது. அதை மனமார்வோடு கிணேறன். (ஒரு கணம் அங்கத்தினரின் குறுக்கீடு). வேங்கடமும் நாளைக்கே வரும். மனது இருந்தால் வரும். அது எங்கேயும் போகவில்லை. இப்பொழுது தமிழ் நாட்டுக்கு வந்திருக்கிற இடம் தமிழ் மக்கள் வாழும் பகுதி. ஏன் அதைச் சொல்கிறேன் என்றால், தமிழ் நாட்டில் வசிக்கும் எல்லா மக்களும் எல்லா நலன்களும் பெற்று, நல்வாழ்வு வாழ்வதற்கென்றே நான் சொல்கிறேன். சமய வேற்றுமையோ, வேறு எந்தவிதமான வேற்றுமையோ கிடையாது. எல்லோரும் ஒற்றுமையாக இருந்து, நாட்டின் மீது பற்றுக்கொண்டு, தமிழ் மொழி மீது பற்றுக்கொண்டு இருந்தால் எல்லோரும் வாழலாம். அப்படியிருந்தால் யாருக்கும் அச்சம் வேண்டியதில்லை. அதற்கு அறிகுறியாக நமது அமைச்சரவர்கள் இந்த வரவு செலவுத் திட்ட உரையைத் தமிழ்லேயே வழங்கினார்கள். அதை மிகவும் வரவேற்கின்றேன்.

மேலும், நமது அரசியலார் ஒரு குழுவை ஏற்படுத்தி, அதன் மூலமாக தமிழ் மொழியில் நிர்வாகப்பதங்களைத் தெரிந்தெடுத்து வைப்பதற்கு ஏற்பாடு செய்திருக்கிறார்கள். அது விஷயமாக இரண்டு நாட்களுக்குப் பின்னால் கூட்டம் கூடுகிறது. அரசியலார் தொடர்ந்து முயற்சி எடுத்துக்

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கொண்டு, தமிழ்மொழியில் நல்ல நிர்வாகப் பதங்கனையும் மற்ற கலைச் சொற்களையும் தெரிந்தெடுத்தால், நாம் எல்லோரும் அவையில் தமிழில் பேசி, ஒருவரையொருவர் நன்றாக அறிந்துகொள்ளலாம். அந்தத் துறையில் அரசியலார் கவனம் செலுத்தி வருவதை நான் பாராட்டுகின்றேன்.

ஆனால், இந்த அரசியலார் ஒரு முக்கியமான காரியத்தைச் செய்யத் தவறிவிட்டார்கள். நான் இதற்கு முன்னால் பல தடவைகள் இங்கே குறிப்பிட்டிருக்கிறேன். அதாவது - தமிழ் சுருக்கெழுத்து, தமிழ் டைப்ரைட்டர் பற்றி அரசியலார் ஒரு நடவடிக்கையும் எடுத்துக்கொள்ளவில்லை. இதில் அரசியலார் முக்கிய கவனம் செலுத்தி, எந்த டைப்ரைட்டர் வாங்க வேண்டுமோ அதை வாங்கி, அதில் ஏராளமானவர்களுக்குப் பயிற்சி கொடுத்து ஆவன செய்தால்தான் இந்தத் துறையும் முன்னேற்றம் காணமுடியும். ஏதோ தமிழில் உரை நிகழ்த்திவிட்டோம் என்று மட்டும் இருந்துவிடாமல், தமிழ் டைப்ரைட்டர், தமிழ் சுருக்கெழுத்து முன்னேற்றத்திலும் கவனம் செலுத்தினால், தமிழ்மொழி ஆட்சி மொழியாக இருப்பதற்கு ஆக்க முறையில், நல்ல முறையில் உதவியதாகும்.

ஒன்று சொல்ல விரும்புகிறேன். நமது நாடு தமிழ்நாடாக அமைந்த பிற்பாடு ஒரு சீர்திருத்தம் வந்தது. அந்த சீர்திருத்தம் நலமாகவே முடிந்தது. சட்டத்தைச் சரியாக கவனிக்காமல் செய்ததால் வந்த விளைவு அது. சட்ட நிபுணர்களெல்லாம் ஒன்றுக்கூடிப் பேசி, நம் நாட்டுக்கு ஒரு குறையும் வரக்கூடாது, எந்தக் கெட்ட பெயரும் வரக்கூடாது என்ற காரணத்தாலே அதைப் பரிசீலனை செய்தார்கள். யாருக்கும் விரோதமாகச் செய்வதாக நினைக்கக்கூடாது. அங்கே ஹைக்கோர்ட்டில் போட்ட மனுவினால் விஷயம் நன்றாகப் புரிந்தது. அது ஒரு நல்ல வழி காட்டிற்று. 48 உறுப் பினர்கள் கொண்ட அவை ஐம்பதோடு நில்லாது, மேலும் பெருகிவந்தால் எல்லோருக்கும் நல்லது. பிரமுகர்களாகவும், படித்தவர்களாகவும், பல துறைகளிலே நிபுணர்களாகவும், நல்வாக்காளர்களாகவும் உள்ளவர்கள் அநேகர் இந்த அவையில் மேலும் வருவதானால், அது நாட்டுக்குப் பெருமை அளிக்கக்கூடிய காரியம். ஆகையால், ஏதோ நடவடிக்கை நடந்தது. அதனால் யாருக்கும் குறைவு வந்தது என்று எண்ணாமல், நாட்டின் நல்லதுக்காகவே செய்யப்பட்டது என்று சொல்லிக்கொள்ள விரும்புகிறேன்.

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p.m.

இப்பொழுது வரவு செலவுத் திட்டத்தில் துண்டு விழுந்திருக்கிறது. அது கவலைக்கு இடம் கொடுக்கிறது. பெரும்பான்மையான அபிவிருத்தி வேலைகளுக்கு செலவு செய்வதால் அதை நான் ஏற்றுக்கொள்கிறேன். இருந்தாலும், ஒன்று 'சொல்ல விரும்புகிறேன். அடிக்கடி அரசியலார் கடன் வாங்க முற்படுமபோது, முதலில் 2½ சதவிகிதத்துக்குக் கடன் வாங்கி, பிறகு 3 சதவிகிதத்துக்கும், அதற்குப் பிறகு 4 சதவிகிதத்துக்கும் வாங்குகிறார்கள். சென்ற ஆண்டிலே பட்ஜெட் பிரசங்கத்தில் நான் பேசியபோது, அதிக வட்டி ஏன் கொடுக்கவேண்டும், குறைந்த வட்டிக்கு ஏன் கடன் வாங்கக்கூடாது என்று நான் கேட்டேன். இப்பொழுது துண்டு விழுவதற்குக் காரணம், வட்டி கொடுப்பதுதான் என்று அரசியலாளர் ஒத்துக்கொள்கிறார்கள். ஆகையால், வட்டி கொடுத்து கடன் வாங்குவது என்றால், குறைந்த வட்டியில் கடன்களை வாங்கும்படியாக அரசியலாணைக் கேட்டுக்கொள்கிறேன்.

விவசாய அபிவிருத்திக்காக சில சீர்திருத்தங்களை அரசியலார் செய்து கொண்டு வருகிறார்கள். ஒரு பக்கத்தில் நிலச் சீர்திருத்தம், நீர்ப்பாசன வசதி போன்றவைகள். இன்னொரு பக்கத்தில் மின்சார வசதிகள். நான் கண்கூடாகப் பார்க்கின்றேன். கடலூர் ஜில்லாவிலே நெய்வேலித் திட்டத்திலே, அங்கே வேலை செய்யக்கூடிய இடத்திற்குக் கீழே இருக்கக்கூடிய தண்ணீரை பல விதமான பம்புசெட்டுகளை வைத்து, மேலே கொண்டு வருகிறார்கள். அந்தத் தண்ணீர் எங்கே போகிறது என்று தெரியாமல் இருக்கிறது. 'ஏன், ஐயா! அந்தத் தண்ணீரை விவசாயத்திற்கு உபயோகப்படுத்த ஏதாவது ஏற்பாடு செய்யக்கூடாது?' என்றால், பொது

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மராமத்துத் துறையைச் சேர்ந்தவர்கள், 'எங்கே கால்வாய் வேண்டுமோ' என்று சொல்கிறார்கள். வெட்டிக்கொள்ளுங்கள்' என்று சொல்கிறார்கள். இப்படி அரசியலாரின் இலாகாக்கள் ஒன்றுக்கொன்று இணக்கமாக ஒத்துழைக்காதபடியால், கிடைக்கக்கூடிய தண்ணீர் அவ்வளவும் வீணாகப் போகின்றது. ஆகையால், அரசியலாரின் இலாகாக்களெல்லாம் ஒன்று சேர்ந்து ஒத்துழைத்தால்தான் நாம் திட்டங்களின் முழுப் பலனையும் அடையலாம். கனம் திரு. பக்தவத்சலம் அவர்களுக்கு இது முக்கியமாகத் தெரிகிறது. ஏராளமான தண்ணீர்-வீணாகப் போய்க்கொண்டிருக்கிறது; கொஞ்சம் தண்ணீர்தான் பயன்படுகிறது.

THE HON. SRI M. BHAKTAVATSALAM: தண்ணீர் எவ்வளவு தூரம் மிச்சம் ஏற்படக்கூடும், மிச்சம் ஏற்படுமா என்பது எல்லாம் திட்டத்தின் பரிசீலனை முடிந்த பிற்பாடு, திட்டத்தை எடுத்துக்கொண்ட பிறகுதான் தெரியும். இப்போதெல்லாம் பரிசீலனை நடந்து கொண்டிருக்கிறது. பரிசீலனை நடந்துகொண்டிருக்கும்போதே, கிடைக்கும் தண்ணீரை உபயோகப்படுத்துவதற்கென்று நாம் ஏதாவது திட்டம் வகுப்பதும், அதற்காகச் செலவு செய்வதும் சரியல்ல. திட்டம் பூர்த்தியாகப் பரிசீலனை செய்யப்பட்டு, அதை எடுத்துக்கொண்ட பிறகு தண்ணீரே மிச்சம் இல்லாமலும் போகலாம். ஆகையால், அதைப் பார்த்துக்கொண்டு வேண்டியதைச் செய்யலாம்.

SRI A. GAJAPATHY NAYAGAR: திட்டம் போடவேண்டிய அவசியமில்லை. தண்ணீர் வீணாகப் போகாமல், விவசாயத்திற்குப் பயன்படுத்துவதற்கான முறையில் வாய்க்கால் வெட்டிக் கொடுக்க பொது மராமத்து இலாகாவின் ஏற்பாடு செய்யவேண்டுமென்று கேட்டுக் கொள்கின்றேன்.

நமது அரசியலார் வெகு துரிதமாக மின்சார வசதி செய்திருக்கின்றார்கள். அதற்காக அவர்களை நான் மிகவும் பாராட்டுகின்றேன். இப்பொழுது பல கிராமங்களுக்கு மின்சார வசதி ஏற்பட்டிருக்கிறது. குறிப்பாகச் சொல்லவேண்டுமானால், வருகிற ஜனவரி மாதம் 16-ந் தேதியன்று வடலூரில் தைப்பூச விழா நடக்கப்போகிறது. அதற்கு உதவிகரமாக இருக்கும் பொருட்டு, அங்கே மின்சார வசதி செய்து கொடுப்பதற்காக நமது அரசியலார் தீவிர முயற்சி எடுத்துக்கொண்டதற்காக நான் அவர்களைப் பாராட்டுகின்றேன். அமைச்சர் கனம் திரு. பக்தவத்சலம் அவர்களையும் பாராட்டுகின்றேன். மேலும், அங்கே ஒரு பெரிய நிகழ்ச்சி நடக்கப்போகிறது. தென்னாப்பிலையே பெரிய நாகரிகத்தைக் காணும்படியான வழியில் அருட்பா இசை நடக்கப் போகிறது. உலகப் பொது மறையாம் திருக்குறள்; உலகப் பொது நெறியாம் வள்ளலார் போதித்த சுத்த சமரச சன்மார்க்கம். தமிழ் நாட்டின் பண்பாடுகளை நன்றாக எடுத்துக் கூறுவதற்கு உதவிகரமாக அங்கு மின்சார வசதி கிடைக்கும்படி நமது அரசியலார் செய்ததற்காக அவர்களை மீண்டும் பாராட்டுகின்றேன். அவ்வமயம் நமது உதவி ரயில்வே அமைச்சர் கனம் திரு. அளகேசன் அவர்கள் தலைமை தாங்குவார்கள். ஏன் இதைச் சொல்கிறேன் என்றால், அங்கே மின்சார வசதி செய்து கொடுத்திருக்காவிட்டால், இவ்வளவும் நடத்துவது சாத்தியமாக இருக்காது. ஆகையால், கிராமப்புறங்களுக்கு எவ்வளவுக்கெவ்வளவு மின்சாரத்தைக் கொண்டு போனாலும், அதனால் அங்குள்ள மக்களுக்கு நல்ல பலன் கிடைக்கும் என்ற காரணத்தால் நான் அதை மனமார வரவேற்கின்றேன்.

வரவு செலவுத் திட்டத்தின்மீது நிகழ்த்திய உரையில் அடிக்கடி ஆசிரியர்களுடைய பேச்சைக் கேட்டுக்கொண்டிருக்கிறேன். ஆசிரியர்களுக்கு வேண்டிய ஆக்கம் கொடுக்கவேண்டியதுதான் என்றாலும் நான் ஒரு கருத்தைத் தெரிவிக்க விரும்புகிறேன். அதற்காக கனம் அங்கத்தினர் ஸ்ரீ ஜி. கிருஷ்ணமூர்த்தியோ வேறு ஆசிரிய அங்கத்தினரோ கோபம் கொள்ளக்கூடாது. நன்மைக்காக நான் சொல்கிறேன். ஆசிரியர்களுக்கு மாதம் ஐந்து ரூபாயோ பத்து ரூபாயோ வேண்டுமானால் அதிகமாகக் கொடுங்கள்,

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வேண்டாமென்று சொல்லவில்லை. ஆனால், அவர்கள் 'பரேவேட்டியூஷன்' மட்டும் வைத்துக்கொள்ளாமல் இருக்கும்படியாகச் செய்ய வேண்டும்.

MR. CHAIRMAN: We have to finish to-day's discussion at 4-30 p.m. If the hon. Member could not finish his speech by then, he may continue his speech to-morrow.

SRI A. GAJAPATHY NAYAGAR: ஆசிரியர்களுக்கு சம்பளம் 5 ரூபாய் கொடுத்தாலும் 50 ரூபாய் கொடுத்தாலும் மாணவர்களுக்கு வீட்டில் தனியாகப் பாடம் சொல்லிக் கொடுக்கிறார்கள். ஒரு பையனுக்கு ஆசிரியர் தனியாக வீட்டில் பாடம் சொல்லிக் கொடுத்தால் அந்தப் பையனின் படிப்பை கெட்டுப்போகும், அவனுடைய அறிவே அழிந்துபோகும். நான் பொதுவாக எல்லா ஆசிரியர்களையும் குறைசூறவில்லை. ஒரு சில ஆசிரியர்களைப் பற்றித்தான் கூறுகிறேன். ஒரு ஆசிரியரிடம் வீட்டில் 21) பையன்கள் படிக்கிறார்கள். டியூஷன் வைத்துக்கொள்ளும் வழக்கத்தை விட்டுவிடுங்கள் என்று ஆசிரியர்களைக் கேட்டுக்கொள்கிறேன். "எவ்வளவு சம்பளம் வேண்டுமானாலும் சர்க்காரிடம் கேட்டு வாங்கிக்கொள்ளுங்கள். பள்ளிக்கூடத்தில் பையன்களுக்கு படிப்பு நன்றாக வருகிறதா என்று பாருங்கள். டியூஷன் வைத்துக்கொள்ள வேண்டாம்" என்று ஆசிரியர்களைக் கேட்டுக்கொள்கிறேன். பள்ளிக்கூடத்தில் பையன்கள் அடங்குவதில்லை, பாடம் படிப்பதில்லை. ஆசிரியரை எதிர்த்துப் பேசுகிறார்கள். பையன்கள் பள்ளிக் கூடத்தில் நன்றாகப் படிக்கிறார்களா என்று பார்க்கவேண்டும். பள்ளிக்கூடத்தில் படித்தால்தான் பையனுக்குப் படிப்பு வரும். ஆசிரியர்கள் பள்ளிக்கூடத்தில் பாடம் கற்றுக்கொடுக்கிறார்களா? இல்லை. "அங்கே போகவேண்டும், இங்கே போகவேண்டும், கொண்டு வா 50 ரூபாய், 80 ரூபாய்." என்று பையன்களிடம் ஆசிரியர்கள் பணம் கொண்டுவரச் சொல்கிறார்களே தவிர, சரியாகப் பாடம் சொல்லிக்கொடுப்பதில்லை. கல்லூரிக்குப் போய்விட்டால் மாணவர்கள் டியூஷன் இல்லாமல் அவர்களாகவே பாடம் படித்துக் கொள்வார்கள். ஆசிரியர்கள் மாணவர்களுக்கு வீட்டிலே பாடம் சொல்லிக் கொடுக்கவேண்டாம். பள்ளிக்கூடத்திலேயே அவர்களுக்கு நன்றாகப் பாடம் சொல்லிக்கொடுக்கவேண்டும். டியூஷன் வைத்துக்கொள்வதை நிறுத்து வதற்கு உங்களுக்கிடையே ஏற்பாடு செய்து கொள்ளுங்கள்" என்று ஆசிரியர்களைக் கேட்டுக்கொள்கிறேன். நான் அனுபவத்தில் நடந்ததைச் சொல்கிறேன். என் மகன் முதல் பாரத்தில் படித்துக்கொண்டிருந்தான். அப்போது நான் மதுரையில் வேலை பார்த்துவந்தேன். ஒரு ஆசிரியர் என் மகனிடம் சொன்னார். "அப்பா, நீ நன்றாகப் படிக்கின்றாய் ஆனால் டியூஷன் வைத்துக்கொள்ளாவிட்டால் மாதம் 10 ரூபாய் கொடுக்காவிட்டால், நீ 'பெயில்' ஆகிவிடுவாய்." அதைக் கேட்டுவிட்டு என் மகன் என்னிடம் வந்து, "டியூஷன் வைத்துக்கொண்டு ரூ. 10 கொடுக்காவிட்டால் என்னை 'பெயில்' ஆகிவிடுவதாக உபாத்தியாயர் சொல்கிறார்" என்று சொன்னான். அதைக் கேட்டு நான் பயந்து போனேன். அப்போது நான் ஜில்லா நீதிபதியாக நிறையச் சம்பளம் வாங்கிக் கொண்டிருந்தேன். 'பெயில்' ஆகிவிடுவதாகக் கூறியதைக் கேட்டு பயந்து நான் "ரூ. 10 தானே போனால் போகிறது கொடுத்துவிடு, டியூஷன் வைத்துக்கொள்" என்று மகனிடம் சொல்லிவிட்டேன். இதை நான் ஏன் சொல்லுகிறேன் என்றால் தாய் தகப்பன்மார்களை இந்த மாதிரி மிரட்டக்கூடாது. ஆசிரியர்களை நான் மதிக்கிறேன். "அப்பனுக்கு அடுத்தவன் ஆசான்." ஆசிரியனுக்கு அடுத்தவன் உலகத்தில் வேறு யாரும் கிடையாது. எல்லாவற்றிற்கும் அவன்தான். "உங்களை சீர்திருத்திக்கொள்ளுங்கள். பரேவேட்டியூஷன் சொல்லிக் கொடுப்பதை விட்டுவிடுங்கள்." என்று ஆசிரியர்களைக் கேட்டுக் கொள்கிறேன். அப்போதுதான் மாணவர்களுக்குப் படிப்பு வரும். அப்போதுதான் எல்லோருக்கும் நன்மை.

MR. CHAIRMAN: The House will now adjourn and meet again at 3 p.m. to-morrow.

The House then adjourned.